


## HISN School Development Plan 24-25

HPP Vision	HPP Mission Statement
<p><b>“A partnership where all children have the opportunity to reach excellence”</b></p> 	<p><b>To enhance the prospects of all children by providing an inspiring curriculum and engaging teaching across our partnership from Nursery to Year 6. Our children are challenged and supported to be the best they can be.</b></p>
<p><b>Hampton Infant School and Nursery priorities</b></p>	

No.	Priority	Context - Why is this a priority for the school?	Ofsted Area and Rag rating
1	<p><b>Greater depth writing</b> To have a 5% increase by the end of key stage 1 in greater depth writing to ensure it is above national average and shows an upwards trend.</p>	<p>Our greater depth writers at the end of KS1 are in line with the national average. We believe our cohort is capable of achieving more.</p>	

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Where are we now? What needs to happen next? What has been the impact for pupils and staff? Impact statement:			
<b>2</b>	<p><b>Unicef Rights Respecting School</b> To implement the principles and values of the rights respecting school to ensure the whole community has an awareness of the impact of these articles.</p>	<ul style="list-style-type: none"> <li>- We want the children to feel empowered about their rights and responsibilities.</li> <li>- Allowing children to become ready for their next steps.</li> <li>- To enable all stakeholders to discuss challenging topics.</li> <li>- To provide a consistent framework across the school.</li> <li>- We have noticed the demographics of our school is changing and it will support inclusivity.</li> </ul>	
Impact statement:			
<b>3</b>	<p><b>Nursery 30 hours</b> To ensure the 30 hours offer in Nursery is successfully implemented and has a positive impact on the learning for all pupils. Alongside this we will further develop our involvement with local schools, nurseries and the community. This will give children, staff and families enrichment opportunities to raise the schools profile in the community.</p>	<p>Over the last couple of years we have struggled to fill all of our 52 nursery places. Feedback from families it was clear there was a demand for full time nursery hours as the 15 hour nursery places were very outdated and did not support working families. We were losing pupils to local nurseries that could offer full time places. Therefore from September we will be providing 16 full time nursery places. Alongside this we will be offering 10 morning places and 10 afternoon places. We have already been successful filling all of our nursery places and have a substantial waiting list for both 15 hour places and 30 hour places. Alongside the need to promote our nursery we are also seeing a decline in numbers of pupils joining the school in September. We need to find ways to raise the profile of EYFS and create more of a wider awareness of Hampton Infants to ensure that we have</p>	

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		<p>120 new pupils joining in Reception every September. We have already established links with feeder nurseries through our transition programme but there are opportunities to strengthen these relationships. Following an outstanding Ofsted judgment we are aware that it is more difficult to provide a range of enrichment opportunities for infant age children. Therefore we want to further enhance our enrichment opportunities and involve other schools and settings in the local area.</p>	
Impact statement:			
<p><b>4</b></p>	<p><b>Multilingual learners</b> To ensure the provision for multilingual learners is consistent, ambitious and supportive for all pupils and families. This provides all pupils access to curriculum and enrichment activities to be successful in their learning.</p>	<p>Year on year we are experiencing higher numbers of children with English as an additional language as well as specific learning needs. We want to tighten up our processes to ensure all staff follow the appropriate pathway to identify individual needs and plan accordingly, ensuring all children can access the learning and make individual progress across the curriculum.</p> <p>Multilingual learners often miss out on enrichment activities due to the family's language barrier. We want to think creatively to avoid this in the future and enable all children access to the wide variety of enrichment opportunities on offer at HISN.</p> <p>This year we have developed the role of the EAL lead and she has successfully supported staff to identify EAL learners and rolled out non-negotiables for supporting multilingual learners. The next step is for us to ensure teaching and learning is the best it can be by involving family members and giving all full access to communication and learning supports e.g. curriculum evenings.</p>	
Impact statement:			

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<b>5</b>	<p><b>Curriculum consistency</b> To embed consistency of planning, implementation and assessment of computing and PSHE</p>	<ul style="list-style-type: none"> <li>- Current assessment procedures are not consistent across all subjects.</li> <li>- Ensure the planning is progressive and of a high quality standard.</li> <li>- Raise the profile of these subjects that have been identified.</li> <li>- Improve staff's subject knowledge around these curriculum areas.</li> <li>- Empower the middle leaders within the subject.</li> </ul>	
Impact statement:			

No	Priority	<u>Actions needed to ensure success</u>		
		The success criteria will be evaluated prior to the FGB in the given term and any which will not be met will be highlighted and explanation given in the ELT report to governors.		
		Autumn 24	Spring 25	Summer 25
<b>1</b>	<p><b>Greater depth writing</b> To have a 5% increase by the end of key</p>	<ul style="list-style-type: none"> <li>● Greater depth writing groups to start with an</li> </ul>	<ul style="list-style-type: none"> <li>● Greater depth groups are embedded and key</li> </ul>	<ul style="list-style-type: none"> <li>● Key skills taught in greater depth writing</li> </ul>

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	<p>stage 1 in greater depth writing to ensure it is above national average and shows an upwards trend.</p>	<p>individual focus.</p> <ul style="list-style-type: none"> <li>● Identify the key skills needed to be a greater depth writer in each year group.</li> <li>● INSET for staff to support planning for greater depth writers.</li> <li>● Autumn term monitoring to</li> <li>● Class teachers to identify the target group of GD writers.</li> </ul>	<p>skills are being taught and seen in their writing</p> <ul style="list-style-type: none"> <li>● Planning focuses on greater depth skills for writing</li> <li>● Spring term monitoring of books focus on GD writers.</li> <li>● Discussion in pupil progress</li> <li>● Class teachers review next steps for GD writers</li> </ul>	<p>groups are seen in their independent writing throughout the curriculum.</p> <ul style="list-style-type: none"> <li>● Greater depth skills reviewed in planning to see if they are having the desired effect when assessing against the assessment framework.</li> <li>● Summer term monitoring reviews pupil voice of greater depth writers</li> <li>● Teachers discuss greater depth achievement at pupil progress meetings and identify next steps.</li> </ul>
2	<p><b>Unicef Rights Respecting School</b> To implement the principles and values of the rights respecting school to ensure the whole community has an awareness of the impact of these articles.</p>	<ul style="list-style-type: none"> <li>● Launch Right Respecting School in a INSET session.</li> <li>● Share resources with staff</li> <li>● Launch in an assembly.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff meeting to share updates and successes in school.</li> <li>● Review resources used and share successes with other year</li> </ul>	<ul style="list-style-type: none"> <li>● Staff review Rights Respecting and share successes and identify next steps.</li> <li>● PSHE lead and Rights respecting lead to</li> </ul>

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		<ul style="list-style-type: none"> <li>● Share information with parents through The Buzz.</li> <li>● Link to PSHE curriculum</li> <li>● Rights Respecting lead to attend training.</li> <li>● School council and Team Earth to discuss project for the year relating to one of the Unicef articles.</li> </ul>	<p>groups.</p> <ul style="list-style-type: none"> <li>● PSHE lead and Rights respecting lead to meet to link the planning and update subject story.</li> <li>● Regular Rights Respecting assemblies</li> <li>● Parent session for families.</li> <li>● Subject lead to collect pupil voice.</li> <li>● School council and Team Earth to feed back in assembly.</li> </ul>	<p>meet to review the impact on the PSHE curriculum going forward.</p> <ul style="list-style-type: none"> <li>● Regular Rights Respecting assemblies.</li> <li>● SLT to review the impact of Right Respecting in pupil attitude and personal development</li> </ul>
3	<p><b>To ensure the 30 hours offer in Nursery is successfully implemented and has a positive impact on the learning for all pupils. Alongside this we will further develop our involvement with local schools, nurseries and the community for the whole school. This will give children, staff and families enrichment opportunities to raise the schools profile in the community.</b></p>	<ul style="list-style-type: none"> <li>● Audit EYFS classrooms and outside area.</li> <li>● Audit furniture and remove broken/damaged resources and equipment.</li> <li>● Explore marketing opportunities to promote our EYFS in the local area. Create a leaflet to hand out on tours? Banner outside?</li> </ul>	<ul style="list-style-type: none"> <li>● Send out an Eform to identify strengths of families at HISN.</li> <li>● Review the nursery curriculum and timetable and make any changes.</li> <li>● Learning walk of the EYFS classrooms and outdoor areas to ensure they showcase an outstanding EYFS setting.</li> </ul>	<ul style="list-style-type: none"> <li>● Moderation of writing across local network of schools.</li> <li>● Run 1 or two cross school competitions to raise the profile of Hampton Infants e.g. debating, writing, baking, choral speaking etc.</li> <li>● Review the nursery curriculum and timetable and make</li> </ul>

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		<ul style="list-style-type: none"> <li>● Provide training for the lunchtime SMSA's to set high expectations for the lunch club in nursery.</li> <li>● Plan the structure of a nursery session for a full time place that draws on the current successes of a part time place and create an action plan.</li> <li>● Identify the local schools and their strengths to create a network where enrichment opportunities can take place throughout the year.</li> <li>● Plan the possible enrichment opportunities that could take place across the network of schools.</li> <li>● Staff meeting to share the vision around creating a network of schools.</li> <li>● Launch a competition to create a name to</li> </ul>	<ul style="list-style-type: none"> <li>● Run 1 or two cross school competitions to raise the profile of Hampton Infants e.g. debating, writing, baking, choral speaking etc..</li> <li>● Identify local events that take place in the community and plan to attend some (where appropriate) to promote the EYFS.</li> <li>● Staff meeting to share updates and successes in school.</li> <li>● Moderation across network of schools - focus on???</li> <li>● Learning walk for Nursery focusing on the structure of the day for all pupils.</li> </ul>	<p>any changes.</p> <ul style="list-style-type: none"> <li>● Explore the idea of creating a community based weekly stay and play group for pre-nursery aged children to increase applications for Nursery and Reception.</li> <li>● Review the action plan for 30 hours in nursery and create next steps for the following academic year.</li> <li>● Begin visits to feeder nurseries as part of the transition programme for EYFS.</li> </ul>
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		represent the network of schools e.g C8		
4	<p><b>To ensure the provision for multilingual learners is consistent, ambitious and supportive for all pupils and families. This provides all pupils access to curriculum activities to be successful in their learning.</b></p>	<ul style="list-style-type: none"> <li>● Office/teachers/LSA's/S MSA's having visuals on a lanyard</li> <li>● Termly coffee mornings to draw on the community and build support groups</li> <li>● Notice board to communicate weekly events with Inprint visuals</li> <li>● Class teachers to identify multilingual learners and build relationships with these families and target them e.g. for parents evening attendance</li> <li>● Staff INSET by EAL lead to go over Non Negotiables and share QFT document</li> <li>● Create and share an accessible lunch menu for EAL families that has visuals to support understanding.</li> </ul>	<ul style="list-style-type: none"> <li>● Termly coffee mornings to draw on the community and build support groups</li> <li>● Notice board updated with weekly events with Inprint visuals</li> <li>● Class teachers to review support for multilingual learners and discuss during PPA and share successful strategies for improving engagement</li> <li>● Pupil Progress meeting to involve discussion on EAL learners</li> <li>● Share the updated menu along with visuals.</li> </ul>	<ul style="list-style-type: none"> <li>● Termly coffee mornings to draw on the community and build support groups</li> <li>● Notice board updated with weekly events with Inprint visuals</li> <li>● Pupil Progress meeting to involve discussion on EAL learners</li> <li>● Staff discussion to celebrate successes and what to take forward into the next year.</li> <li>● Share the updated menu along with visuals.</li> <li>● Review effectiveness of QFT document and make any relevant changes.</li> </ul>





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		<ul style="list-style-type: none"><li>• Identify how to ensure Tapestry is accessible for EAL families.</li></ul>		
5		<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>